



Qualification Specification:

OCN NI Level 3 Award in Carbon Accounting

- **Qualification No: 610/6167/0**

OCN NI Level 3 Certificate in Carbon Accounting

- **Qualification No: 610/6166/9**

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualification	V1.0 May 2025

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

Open College Network Northern Ireland
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Website: www.ocnni.org.uk
Email: info@ocnni.org.uk

4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Award and Certificate in Carbon Accounting**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 3 Award and Certificate in Carbon Accounting.

- **Qualification Features:** this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering these qualifications must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 3 Award in Carbon Accounting

Qualification Number: 610/6167/0

OCN NI Level 3 Certificate in Carbon Accounting

Qualification Number: 610/6166/9

Operational start date: 01 August 2025

Operational end date: 31 July 2030

Certification end date: 31 July 2033

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 3.4 Environmental conservation

NOS:

[INSCEA4 Identify ways to optimise energy efficiency and achieve carbon reduction](#)

[COGSBP01 Develop a Strategy that Strives to Achieve Sustainability within Sustainable Business Practice](#)

[COGSBP15 Determine the Carbon Footprint for an Organisation in Support of Sustainable Business Practice](#)

[COGSBP34 Manage Organisational Greenhouse Gas Reduction in Support of Sustainable Business Practice](#)

[COGSBP35 Develop an Awareness of Environmental Good Practice in Support of Sustainable Business Practice](#)

[LANEM1 Identify and evaluate the organisations significant environmental aspects and impacts](#)

[LANEM9 Conduct an organisational Environmental audit and report findings](#)

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

Qualifications' Aim

The aim of the OCN NI Level 3 Award and Certificate in Carbon Accounting is to provide individuals with the knowledge and skills to accurately measure and report carbon emissions and their impact on the environment.

Qualifications' Objectives

The objectives of the OCN NI Level 3 Award and Certificate in Carbon Accounting are to enable learners to understand:

- the regulatory and compliance environment associated with carbon emissions
- the relationship between carbon and climate change
- how to apply carbon accounting principles and techniques
- how to measure carbon emissions and establish a carbon baseline

5.5 Target Learners

These qualifications are targeted at individuals who have an interest or involvement in environmental sustainability, climate change mitigation, and/or corporate social responsibility.

5.6 Entry Requirements

There are no formal entry requirements although learners should be at least 16 years of age.

5.7 Progression

The OCN NI Level 3 Award and Certificate in Carbon Accounting allows for progression within the suite and to further learning in this area and/or into employment.

5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQA are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 3 Award and Certificate in Carbon Accounting re designed to empower learners with the essential skills and knowledge to monitor, manage, and reduce carbon emissions across a range of industries. These qualifications explore key concepts such as carbon footprints, carbon reporting frameworks, and strategies for emissions reduction, all framed within the wider context of environmental responsibility and sustainability.

Learners will gain practical insight into how organisations can track and report their carbon output, assess climate-related risks, and align with national and international carbon reduction targets. This qualification is ideal for those aiming to contribute to the low-carbon transition, whether through business, consultancy, public sector roles, or further study in environmental management or sustainability.

7.2 Qualification Level

In the context of the OCN NI Level 3 Award and Certificate in Carbon Accounting it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 3, which signify a higher level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 3 Award in Carbon Accounting	
Total Qualification Time (TQT):	40 hours
Total Credits Required:	4 credits
Guided Learning Hours (GLH):	24 hours
OCN NI Level 3 Certificate in Carbon Accounting	
Total Qualification Time (TQT):	160 hours
Total Credits Required:	16 credits
Guided Learning Hours (GLH):	108 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 3 Award in Carbon Accounting** learners must complete a minimum of 4 credits.

To achieve the **OCN NI Level 3 Certificate in Carbon Accounting** learners must complete all four units (16 credits).

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is an holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 3.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 3 Award in Carbon Accounting

In order to achieve the OCN NI Level 3 Award in Carbon Accounting the learner must successfully complete a minimum of 4 credits from the following options.

Total Qualification Time (TQT) for this qualification:	40 hours
Minimum Guided Learning Hours (GLH) for this qualification:	24 hours

OCN NI Level 3 Certificate in Carbon Accounting

Total Qualification Time (TQT) for this qualification:	160 hours
Guided Learning Hours (GLH) for this qualification:	108 hours

In order to achieve the OCN NI Level 3 Certificate in Carbon Accounting, the learner must successfully complete all 4 units (16 credits) from the following optional units:

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
K/651/7058	CBG758	The Regulatory and Compliance Environment Associated with Carbon Emissions	4	28	Three
T/651/7060	CBG759	The Relationship Between Carbon and Climate Change	4	28	Three
K/651/7067	CBG760	Carbon Accounting	4	28	Three
L/651/7068	CBG762	Measurement and Verification of Carbon Emissions Data	4	24	Three

10. Unit Content

Title	The Regulatory and Compliance Environment Associated with Carbon Emissions	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBG758	
Unit Reference No	K/651/7058	
Learn Direct Code	QA2	
Unit purpose and aim(s): This unit will enable the learner to understand the drivers behind the demand for reporting carbon emissions and associated regulatory environment and compliance issues.		
Learning Outcomes		Assessment Criteria
1. Understand the three pillars of sustainability and drivers to Net Zero.	1.1. Compare and contrast the three pillars of sustainability and how they are linked to sustainable development. 1.2. Explain what is meant by Net Zero and associated drivers involved in getting to Net Zero.	
2. Understand the regulatory environment associated with Net Zero and climate change.	2.1. Explain the key elements of law associated with Net Zero. 2.2. Distinguish between local and national regulations regarding climate change.	
3. Understand compliance and reporting requirements and standards in relation to carbon emissions.	3.1. Analyse the key elements of the compliance environment regarding carbon emissions in the United Kingdom and Europe. 3.2. Critically compare and contrast the different reporting standards within the United Kingdom and Europe.	
4. Understand the risks and opportunities associated with Net Zero and regulatory regime.	4.1. Evaluate the risks and opportunities associated with current drivers to Net Zero and associated regulatory regime.	
Assessment Guidance		
NOS: INSCEA4 Identify ways to optimise energy efficiency and achieve carbon reduction COGSBP01 Develop a Strategy that Strives to Achieve Sustainability within Sustainable Business Practice		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: The Regulatory and Compliance Environment Associated with Carbon Emissions
1. Understand the three pillars of sustainability and drivers to Net Zero.	Scope Teaching will cover: The relationship and interconnectivity of the three pillars of sustainability and how they can bring balance and cohesion to the sustainability movement through areas such as: <ul style="list-style-type: none"> • Understanding the Triple Bottom Line • Supporting Eco Systems • Managing natural resources • Balanced economic growth • Social equality • Wellbeing • Early adopters
2. Understand the regulatory environment associated with Net Zero and climate change.	Scope Teaching will cover: The UK's legislative/regulatory approach to tackling climate change through reducing its greenhouse gas emissions to net zero by 2050. <ul style="list-style-type: none"> • Kyoto Protocol 1997/2005 (background) • Northern Ireland Energy Strategy 2021 • Climate Change Act 2009 • 10X or the Sub-Regional Economic Plan • EA2025 – Environment Act • Carbon Accounting – Carbon Budgeting and Carbon Taxation
3. Understand compliance and reporting requirements and standards in relation to carbon emissions.	Scope Teaching will cover: The range of directives, initiatives and policies national and international, that are gaining prominence to enhance sustainability reporting, requiring companies to report on sustainability issues such as climate change impacts on their business, such as: <ul style="list-style-type: none"> • CSRD - Corporate Sustainability Reporting Directive • SECR - Streamlined Energy & Carbon Reporting • ESOS - Energy Savings Opportunity Scheme • ESG - Environmental, Social and Governance • TCFD - Task Force on Climate-related Finance Disclosures • CFD - Climate-related Financial Disclosure • SBTi – Science Based Targets
4. Understand the risks and opportunities associated with Net Zero and regulatory regime.	Scope Teaching will cover: The main opportunities of Net Zero and the main risks of Net Zero Opportunities: <ul style="list-style-type: none"> • Carbon Reduction – Greenhouse gas reduction and reduction in global warming • (Green) Economic Growth – new sustainable well paid jobs • Increased wellbeing and definable health benefits • Reduced pressure on NHS Risks: <ul style="list-style-type: none"> ○ Statutory/legislative complacency – no or low adaptation of the opportunity to change our interaction with energy usage ○ No societal buy in to the change ○ Lack of a coherent approach across nations ○ Incorrect measurement or inaccurate reporting of the GHG

Title	The Relationship Between Carbon and Climate Change	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBG759	
Unit Reference No	T/651/7060	
Learn Direct Code	QA2	
Unit purpose and aim(s): This unit will enable the learner to understand the effect of carbon on climate and the impact of climate change on the environment and humans.		
Learning Outcomes		Assessment Criteria
1. Understand climate change, greenhouse gases and the carbon cycle.		1.1. Explain what is meant by climate change. 1.2. Classify different greenhouse gases and their impact on the environment. 1.3. Explain the carbon cycle and how its distribution contributes to climate change.
2. Understand carbon footprints and the impact of climate change.		2.1. Summarise the main sources of carbon emissions. 2.2. Explain what is meant by a carbon footprint. 2.3. Analyse different ways carbon footprints may be reduced. 2.4. Explain the impact of climate change on the environment and humans.
3. Understand climate change and the relationship between those contributing to it and impacted by it.		3.1. Analyse how countries and sections of different societies are affected by climate change disproportionately to their contribution to climate change. 3.2. Explain how and why fairness and equality are issues to be considered when evaluating the impact of climate change.
4. Understand local, national and international responses to climate change.		4.1. Analyse and critically compare local, national and international responses to climate change.
Assessment Guidance		
NOS: COGGSBP15 Determine the Carbon Footprint for an Organisation in Support of Sustainable Business Practice. COGGSBP34 Manage Organisational Greenhouse Gas Reduction in Support of Sustainable Business Practice COGGSBP35 Develop an Awareness of Environmental Good Practice in Support of Sustainable Business Practice		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical
demonstration/assignment

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge

Record of observation
Learner notes/written work
Learner log

Learning Outcome	Unit title: The Relationship Between Carbon and Climate Change
1. Understand climate change, greenhouse gases and the carbon cycle.	Scope Teaching will cover: The meaning, challenges and what is meant by climate change and understanding the following areas: <ul style="list-style-type: none"> • Greenhouse Gases (GHGs) • Global or regional climate patterns • Global Warming Potential
2. Understand carbon footprints and the impact of climate change.	Scope Teaching will cover: Understanding the Earth's relationship with the sun and how Green House Gases are affecting that delicate balance: <ul style="list-style-type: none"> • The Greenhouse Effect • Know the range of Green House Gases
3. Understand climate change and the relationship between those contributing to it and impacted by it.	Scope Teaching will cover: Climate change patterns caused by human domestic/commercial and industrial processes/travel/work and activities, and the effect it will have on the world's populations: <ul style="list-style-type: none"> • Fossil Fuel usage • Deforestation • Heavy Industry and processes • Travel methods
4. Understand local, national and international responses to climate change.	Scope Teaching will cover: How different countries/societies and economic sectors are affected by climate change and their response to climate change: Political/Geopolitical and Climate Versus Economy: <ul style="list-style-type: none"> • Locally Northern Ireland & Ireland Response • UK /European Response • Other Developed World Response • Developing Nations and Emerging Economies' Response

Title	Carbon Accounting	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBG760	
Unit Reference No	K/651/7067	
Learn Direct Code	QA2	
Unit purpose and aim(s): This unit will enable the learner to understand how to apply carbon accounting principles and techniques.		
Learning Outcomes		Assessment Criteria
1. Be able to adapt carbon accounting templates.	1.1. Explain the function of carbon accounting templates and how they may be adapted for differing scenarios including scope 1, 2 and 3 categories. 1.2. Adapt a carbon accounting template for a given scenario.	
2. Be able to develop a greenhouse gas inventory.	2.1. Explain how to and produce sub-categories of greenhouse gas inventory for a given scenario. 2.2. Apply appropriate measurement techniques to calculate the carbon emissions for the scenario identified in AC 1.2 using emissions factors. 2.3. Develop an inventory list for the associated emissions from scopes 1, 2 and 3 for scenario identified in AC 1.2.	
3. Be able to make recommendations and provide feedback on carbon emissions informed by appropriate data.	3.1. Provide feedback to individuals or businesses on emissions calculated through the carbon accounting process. 3.2. Utilise appropriate data to identify problematic areas where improvement on carbon emissions could be made and provide comment on their associated scope.	
Assessment Guidance		
NOS: COGSBP34 Manage Organisational Greenhouse Gas Reduction in Support of Sustainable Business Practice LANEM1 Identify and evaluate the organisations significant environmental aspects and impacts LANEM9 Conduct an organisational Environmental audit and report findings		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical
demonstration/assignment

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge

Record of observation
Learner notes/written work
Learner log

Learning Outcome	Unit title: Carbon Accounting
1. Be able to adapt carbon accounting templates.	Scope Teaching will cover: Carbon accounting as a framework of methods to measure how much greenhouse gas an organisation emits: <ul style="list-style-type: none"> • The activity-based method • The spend-based method • The hybrid model methodology • The three scopes of the Greenhouse Gas Protocol
2. Be able to develop a greenhouse gas inventory.	Scope Teaching will cover: The GHG Protocol's Corporate Accounting and Reporting Standard for guidance on the entire inventory development process: <ul style="list-style-type: none"> • Cross-sector tools • Country-specific tools • Sector-specific tools • Tools for countries and cities
3. Be able to make recommendations and provide feedback on carbon emissions informed by appropriate data.	Scope Teaching will cover: The calculation of an organisation's emissions as a multi-step process to gain an accurate GHG inventory and how this can sign post recommendations on GHG reduction: <ul style="list-style-type: none"> • Corporate Accounting and Reporting Standard • Direct GHG emissions • Indirect GHG emissions

Title	Measurement and Verification of Carbon Emissions Data	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG762	
Unit Reference No	L/651/7068	
Learn Direct Code	QA2	
Unit purpose and aim(s): This unit will enable the learner to understand how to measure carbon emissions and establish a carbon baseline.		
Learning Outcomes		Assessment Criteria
1. Be able to create a greenhouse gas inventory.	1.1. Define the organisational and operational boundaries of an organisation. 1.2. Explain the preliminary design of a greenhouse gas inventory. 1.3. Create a greenhouse gas inventory for a given scenario.	
2. Be able to collect carbon emissions data.	2.1. Categorise the key stakeholders involved in acquiring organisational carbon emissions data. 2.2. Summarise the main sources of carbon emissions including Scope 1 and 2. 2.3. Demonstrate how to collate carbon emissions data dependent on data source and activity.	
3. Be able to calculate carbon emissions and establish a carbon baseline.	3.1. Apply emission factors to calculate carbon emissions of given activities. 3.2. Use carbon emissions data calculated in AC 3.1 to establish a carbon baseline. 3.3. Explain what is meant by inventory quality control and quality assurance and how this relates to carbon emissions calculations.	
4. Understand the verification of the carbon emissions data.	4.1. Explain the importance of carbon emissions data verification and how this is carried out.	
Assessment Guidance		
NOS: COGSBP34 Manage Organisational Greenhouse Gas Reduction in Support of Sustainable Business Practice LANEM1 Identify and evaluate the organisations significant environmental aspects and impacts		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Measurement and Verification of Carbon Emissions Data
1. Be able to create a greenhouse gas inventory.	Scope Teaching will cover: The use of ‘emission factors’ which relate the amounts of greenhouse gases emitted by a business to a set amount of activity performed by that business: <ul style="list-style-type: none"> • Default values • Custom values • Intergovernmental Panel on Climate Change (IPCC)
2. Be able to collect carbon emissions data.	Scope Teaching will cover: How to calculate the greenhouse gas emissions from a business, where data collection will be taken from in relation to Scopes 1, 2 and 3: <ul style="list-style-type: none"> • Electricity use - Total kilowatt hours • Natural gas used - Total kilo watt hours • Total water supplied - in cubic metres (m3) • Water treatment - in cubic metres (m3) • Fuel used - in company owned vehicles • Litres of fuel - purchased or Vehicle mileage • Employee passenger travel - from receipts • Waste disposal - recycling tonnes of waste-to-landfill and recycled from waste collection provider
3. Be able to calculate carbon emissions and establish a carbon baseline.	Scope Teaching will cover: How to Compile a GHG inventory, with Quality Assurance (QA), and Quality Control (QC) using the five main principles: relevance, completeness, consistency, transparency and accuracy to: <ul style="list-style-type: none"> • Plan the GHG inventory compilation activities • Collect the necessary data • Estimate GHG emissions • Write the GHG inventory report • Finalise and submit the GHG inventory report • Review improvement options, discuss lessons learned, and develop an improvement plan
4. Understand the verification of the carbon emissions data.	Scope Teaching will cover: Credible carbon reporting and the importance of verification: <ul style="list-style-type: none"> • Verification by qualified third party • Sustainability through change, integrity and transparency • ISO 14064 Greenhouse Gas Accounting and Verification Parts 1-3 • Greenwashing

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 3 Award in Carbon Accounting
Qualification Number: 610/6167/0

OCN NI Level 3 Certificate in Carbon Accounting
Qualification Number: 610/6166/9

Operational start date:	01 August 2025
Operational end date:	31 July 2030
Certification end date:	31 July 2033

Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Email: info@ocnni.org.uk
Web: www.ocnni.org.uk

12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Adapt	To modify or adjust something in response to new conditions or environments. It implies the ability to change or alter in order to fit a different purpose, situation, or context.	The learner would be expected to modify or tailor their response to suit the specific requirements or context provided in the task. Adapting may involve rethinking or reshaping their approach based on feedback or challenges. For instance, if new information is introduced during the task, they might need to incorporate that seamlessly into their response. The learner should ensure their response is directly relevant to the given context. This would demonstrate they have successfully adjusted their approach to align with the specific expectations.
Analyse	To examine closely and break into components to enable results to be interpreted and findings presented	The learner will be expected to perform a critical process which will involve closely examining data, breaking it into meaningful components, interpreting the results, and presenting clear findings to inform future decisions and / or draw meaningful conclusions.
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Categorise	To organise or arrange things into specific groups or classes based on shared characteristics or criteria.	The learner would be expected to identify groups or classifications based on shared features and demonstrate how items or concepts fit into those categories. The learner should understand what needs to be categorised—this could be ideas, data, objects, or concepts.

		Clear and logical criteria for forming the categories would need to be established, sorting the items accurately into the appropriate categories based on the chosen criteria, ensuring no overlaps or misplacements. The learner may need to explain why they categorised things in a particular way, demonstrating their understanding of the topic.
Classify	To arrange or organise items, information, or concepts into categories or groups based on shared characteristics or criteria.	The learner will be expected to sort things in a systematic way to better understand their relationships and distinctions. This logistical process will help make information more manageable and easier to analyse or retrieve.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Contrast	To identify and describe the differences between two or more items, concepts, or situations. It focuses specifically on highlighting how they are dissimilar, rather than how they are similar. The goal is to draw attention to the distinguishing characteristics that set them apart.	A learner would be expected to focus on identifying and describing the differences between two or more items, concepts, or ideas. To highlight the differences the learner should clearly state and describe the differences between the subjects. Each difference should be explained in detail, showing why and how they are distinct. The response should avoid personal opinions and focus on factual differences.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate

		understanding by accurately defining terms and their significance or relevance.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. The learner implements the design by constructing the item, executing the process, or coding the algorithm. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements.
Distinguish	To recognise or highlight the differences between two or more things, concepts, or elements. It involves identifying unique characteristics or features that set them apart from one another. Essentially, it is about making clear distinctions.	The learner would need to clearly identify and explain the differences between two or more subjects, concepts, or elements. The learner should systematically compare and contrast the subjects, highlighting specific differences possibly using diagrams or charts to make the distinctions clearer.
Explain	Make clear a given subject matter and / or give reasons for and/or the procedure in a given situation or regarding a given subject matter / Setting out purposes or reasons.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.

Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Provide (information)	To supply or deliver information or items to another person in a clear, accurate, and timely manner.	The learner will be expected to ensure that the information or items supplied are presented in a clear and understandable manner. The learner must verify that the information or items provided are correct and reliable. This involves cross-checking facts, ensuring the quality of items, and being precise in the delivery. The learner must ensure that the information or items supplied are relevant to the recipient's needs and context. The learner must provide the information or items within an appropriate timeframe. The learner must effectively communicate the provided information or items, ensuring that the recipient understands how to use or act upon them.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.

Use	To effectively apply information, items, or equipment to produce desired outcomes or enhance understanding.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Utilise	To make practical and effective use of something.	A learner would need to demonstrate how they effectively use a tool, concept, or resource for a specific purpose or advantage, in a practical context related to the subject matter. Essentially, it's about putting something into action to achieve a goal.